

Royal New Zealand Pipe Bands' Association

**EDUCATION GROUP**

*College of Piping  
and Drumming*

***Snare Drumming***  
**Curriculum and Guidelines**

December 1999



***Booklet 1***

**Preliminary & Elementary**

## Foreword

During 1997 the Education Group initiated a major review of the College of Piping and Drumming Curriculum. We had three main goals:

- To extend the curriculum at both ends, so that entry points would be more immediately achievable and advanced stages would be more challenging.
- To have a more consistent approach to curriculum between piping and drumming.
- To ensure that the curriculum provided a set of clear and credible benchmarks for the development and improvement of musical skills and knowledge.

During the revision, and before final decisions were taken, the Education Group consulted with our expert group of musicians, the Members of the College. We are grateful for the helpful and constructive suggestions that were offered.

A good curriculum is not fixed in concrete, so the Education Group will always want to keep an open mind on how the syllabuses are stated and what they require. We share the view of other musical disciplines that a curriculum is essential to guiding musical learning and progress. Historically, piping and drumming were taught pretty much through folk tradition. This worked well for some, but it deprived too many of a sound basis for learning and performing good music. Those who follow the RNZPBA curriculum can be confident that they are on the right path.

The curriculum is organised in levels of increasing complexity. Those who choose to do examinations are challenging themselves to develop and improve their musical skills. The examination process is intended to be a constructive and helpful experience which gives good feedback on where you are at, and how well you are progressing. Entries for examinations are received through to the end of July each year. Information and Entry forms are available from the Executive Officer of the RNZPBA, Centres and Bands.

Finally, the Education Group wishes to acknowledge the considerable amount of work done by Greg Wilson and Cameron Wilson in drafting the syllabuses and guidelines. They've worked closely with others to arrive at a curriculum which is well designed and thought through.

### ***RNZPBA Education Group***

#### **Currently there are seven curriculum booklets:**

Bagpipes	Booklet 1	Preliminary and Elementary
	Booklet 2	Intermediate and Advanced
	Booklet 3	Senior
Snare Drums	Booklet 1	Preliminary and Elementary
	Booklet 2	Intermediate and Advanced
Bass & Tenor Drums	Booklet 1	Preliminary and Elementary
	Booklet 2	Intermediate and Advanced

**PRELIMINARY CERTIFICATE SNARE DRUMMING**  
**SNARE DRUMMING**  
*SYLLABUS*

***SECTION ONE -THEORY AND KNOWLEDGE***

- a) Identify all notes and note values used in drumming.
- b) Identify all rests and rest values used in drumming.
- c) Identify written left and right handed -
  - accent
  - flam
  - drag
  - closed rolls (5,7,9)
  - paradiddles
  - triplets.
- d) Understand beat notes through the use of note groups.

***SECTION TWO -PRACTICAL (drum pad only)***

- a) Correctly play exercises on the drum pad. The candidate will be asked to perform one of the three preliminary exercise sheets chosen by the examiner from Snare Drumming Booklet 1 (Preliminary Certificate).

# SYLLABUS for the PRELIMINARY CERTIFICATE SNARE DRUMMING


## *Booklet*

### **SECTION ONE-THEORY**

Where not otherwise stated the candidate will be asked to answer multiple choice and/or true-false questions. To be successful here, only one error will be allowed.








- a. Identify all notes and note values used in drumming. Where a semibreve = whole note, Minim = half note, Crotchet = quarter note, Quaver = eighth note, Semiquaver = sixteenth note, Demisemiquaver = thirty second note.

The candidate will be asked to write in an appropriate note, name or value where a space exists. For example:

NOTE	NAME	VALUE
	crotchet	$\frac{1}{4}$ or quarter note

- b. Identify all rests and rest values used in drumming -where the rests have equivalent values to the notations described above in (a).

The candidate will be asked to write an appropriate note or rest in space provided.

$\circ =$ 	$\text{P} =$ 	$\text{P} =$  or 
$\text{P} =$ 	$\text{P} =$ 	$\text{P} =$ 

- c. The candidate will be asked to circle the following in supplied music excerpts.

Identify written left and right handed -

- accent
- flam
- drag
- closed rolls (5,7,9)
- paradiddles
- triplets. (understand here that the 3 symbol over a triplet indicates that three notes are played in the time of two).

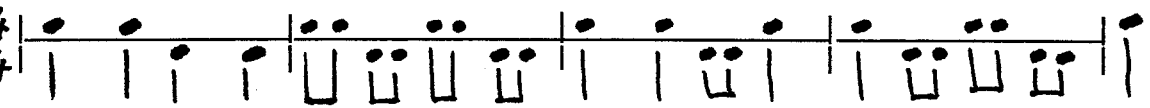
- d. Understand beat notes through the use of note groups. Where beats are divided into note groups, and where the beat comes on the first note of each group. Here the candidate may be asked to indicate the beat notes in some bars of music.

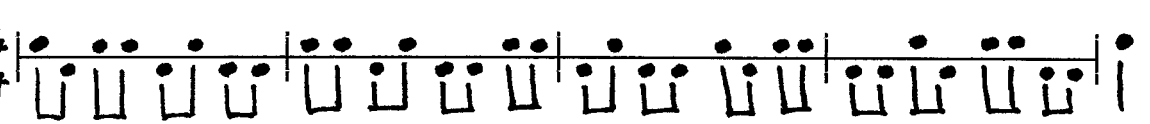
### **SECTION TWO -PRACTICAL**

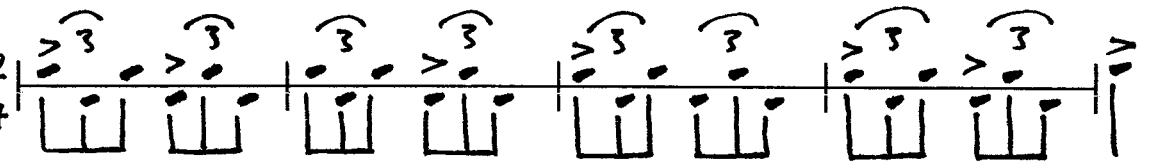
Correctly play exercises which incorporate the embellishments and groupings in c. above. Three exercise sheets are included in the resource booklet, from which the candidate shall be asked to perform one sheet. **The candidate must demonstrate competency in at least seven of the eight exercises. Here, control is more important than tempo.**

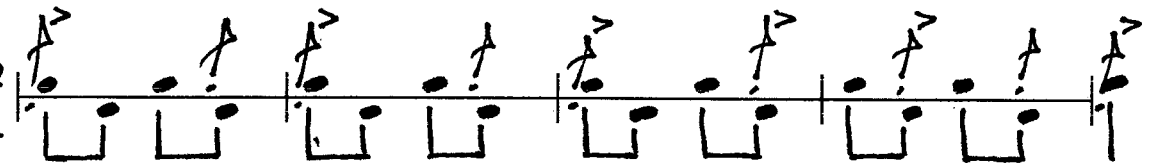
SYLLABUS  
PRELIMINARY CERTIFICATE  
SNARE DRUMMING

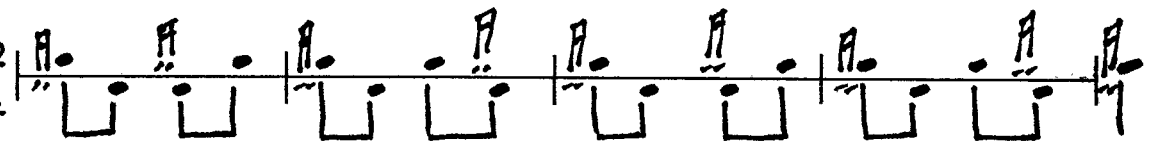
Sheet One - Practical

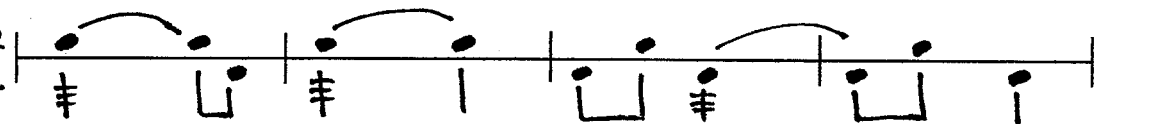
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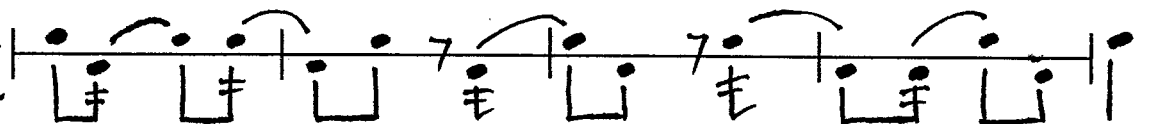
b.  $\frac{4}{4}$  | 

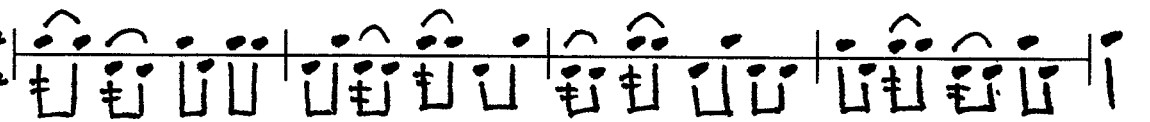
c.  $\frac{2}{4}$  | 

d.  $\frac{2}{4}$  | 

e.  $\frac{2}{4}$  | 

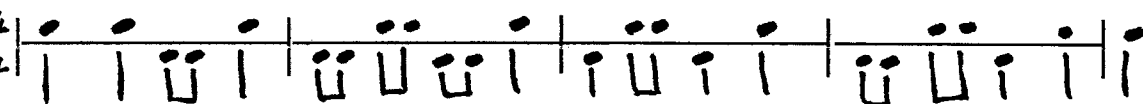
f.  $\frac{2}{4}$  | 


g.  $\frac{2}{4}$  | 

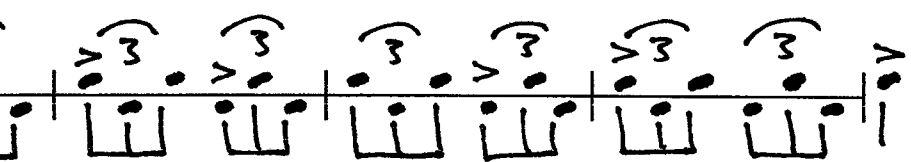
h.  $\frac{4}{4}$  | 

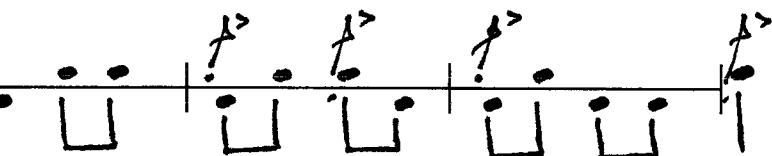
SYLLABUS  
PRELIMINARY CERTIFICATE  
SNARE DRUMMING

Sheet Two - Practical

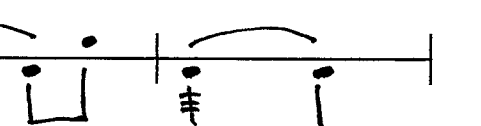
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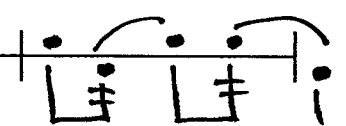
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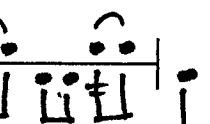
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d.  $\frac{2}{4}$  | 

e.  $\frac{2}{4}$  | 

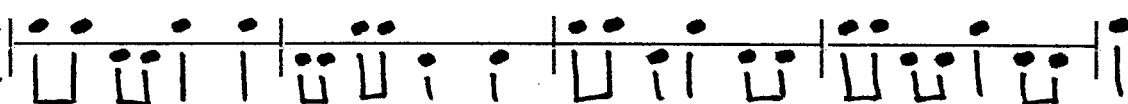
f.  $\frac{2}{4}$  | 


g.  $\frac{2}{4}$  | 

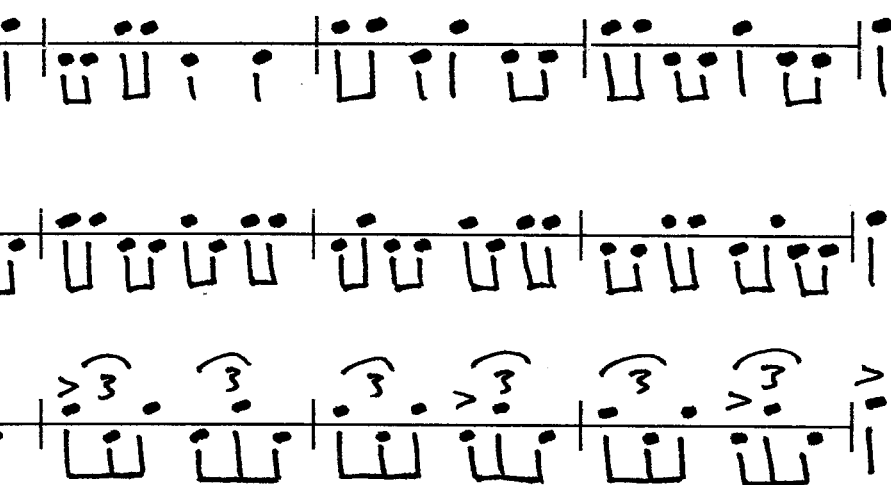
h.  $\frac{4}{4}$  | 


SYLLABUS  
PRELIMINARY CERTIFICATE  
SNARE DRUMMING

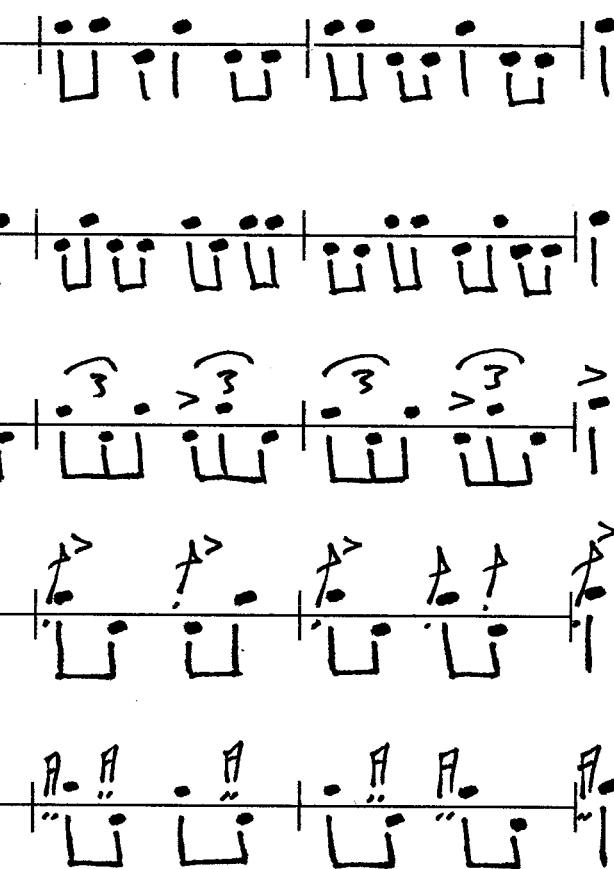
Sheet Three - Practical

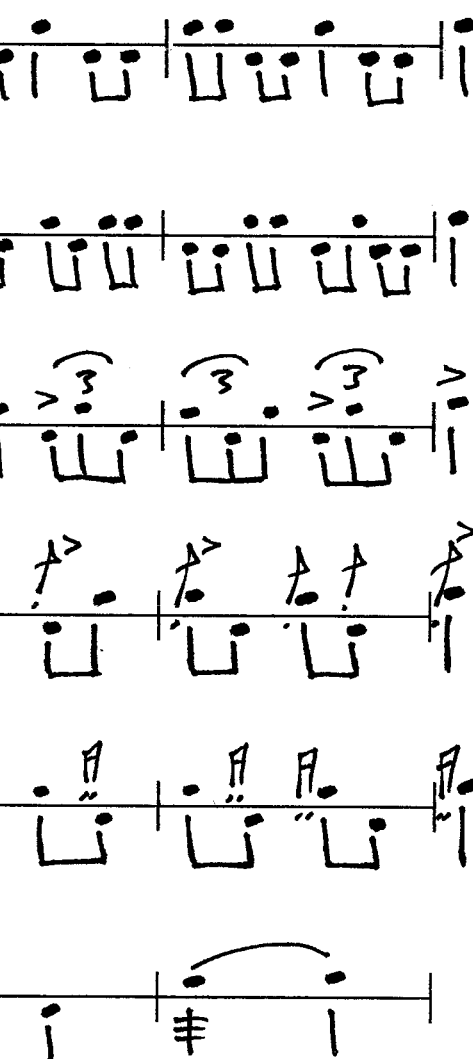
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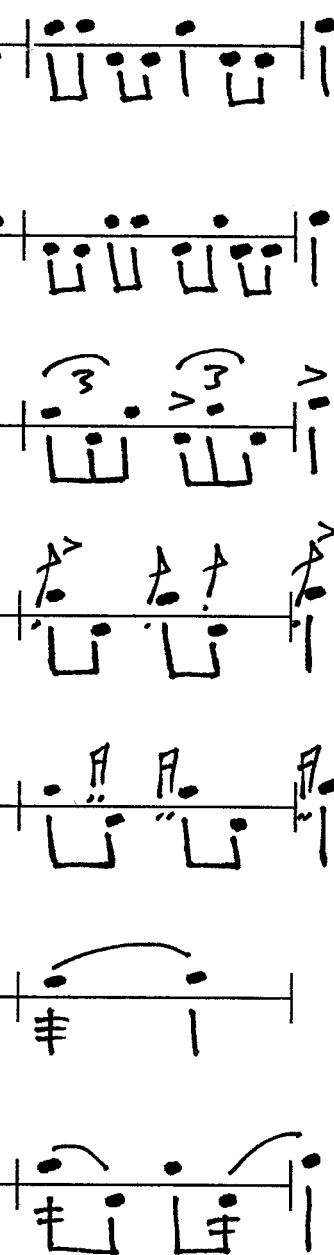
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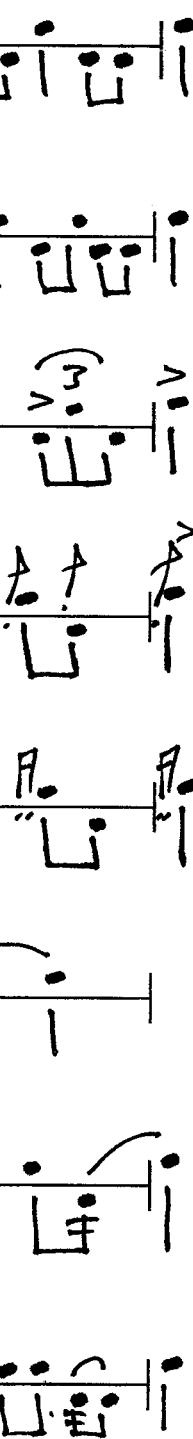
c.  $\frac{2}{4}$  |  |

d.  $\frac{2}{4}$  |  |

e.  $\frac{2}{4}$  |  |

f.  $\frac{2}{4}$  |  |

g.  $\frac{2}{4}$  |  |

h.  $\frac{4}{4}$  |  |

# **ELEMENTARY CERTIFICATE SNARE DRUMMING**

## **SNARE DRUMMING**

### *SYLLABUS*

#### ***SECTION ONE -THEORY AND KNOWLEDGE***

- a) Requirements of Preliminary Syllabus Theory and Knowledge.
- b) Identify the use of dot and cut, and understand what this does to note values
- c) Understand the use of bar-lines and repeat signs.
- d) Identify and explain written Simple and Compound time signatures.
- e) Present two tunes -one in simple time and one in compound time -of two parts each, written out correctly by the candidate, which incorporate the embellishments and groups of both the Preliminary and Elementary Certificates.
- f) Correctly name the essential parts of a pipe band snare drum.

#### ***SECTION TWO -PRACTICAL (Pad and Snare Drum)***

- a) Correctly play exercises on the drum pad. The candidate will be asked to perform one of the three elementary exercise sheets chosen by the examiner from Snare Drumming Booklet 2 (Intermediate Certificate).
- b) Play on the snare drum by memory the two tunes presented in Section 1 (e).

# SYLLABUS ELEMENTARY CERTIFICATE SNARE DRUMMING

## *Booklet*

### **SECTION ONE -THEORY AND KNOWLEDGE**

Where not otherwise stated the candidate will be asked to answer multiple choice and/or true-false questions. To be successful here, only one error will be allowed.

- a) Requirements for Introductory Theory .
- b) Identify the use of dot and cut, and understand what this does to note values. Where a dotted note is increased by half its original value, and a cut note is decreased by half its original value. Here the candidate may be asked to write equivalent values using another note and/or placing in dots or cuts, for example:

$$(1) \text{ ♪.} = \text{♪} + \text{♪} \quad (ii) \text{ ♪} = \text{♪}$$

- c) Understand the use of bar-lines and repeat signs. Where beats are divided into bars, and where bar-lines divide music into equal parts (these equal parts show what time signature is used).

Double bars  $\parallel$  generally indicate a measure of music, and where inside dots are included  $\parallel : \text{-----} : \parallel$  they indicate that this part of music be repeated.

- d) Identify written Simple and Compound time signatures. Where:

-time signature is written in fractional form (with no dividing line)	
<b>Simple time</b>	-the top figure in the fraction shows the number of beats in a bar
	-the bottom figure describes the beat note as a fraction of the whole note
	-each beat is equal to a simple note (minim, crotchet or quaver), which can be divided into TWO equal parts/notes
<b>Compound time</b>	-the top figure in the fraction needs to be divided by three to show the number of beats in a bar
	-the bottom figure is a third of the value of the beat note
	-each beat is equal to a dotted note which divides into ~ equal parts
	-the notion of a pulse can be used when referring to the division of the beat note (where for example a 6 8 march is dot and cut, but a 6 8 jig is more straight/ round

Here the candidate may be asked to identify the time signatures of a number of different pieces of music

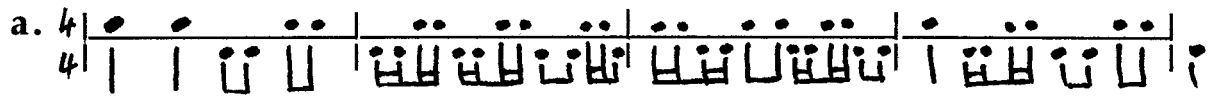
- e) Present two tunes -one in simple time and one in compound time -of two parts each, written correctly by the candidate, which incorporate some of the embellishments and groups of both the Introductory and Elementary Certificates (see provided sheets). The candidate will be asked to rewrite a few bars of this music to show that the music presented was indeed written out by the candidate.
- f) Correctly name the essential parts of a pipe band snare drum. These include: shell/resonator- top ring/counter hoop -top head/batter head -top snare -bottom ring/ counter hoop -snare head/bottom head -bottom snare -tension rod/bolt. A generic drum will be illustrated for the candidate, with some parts indicated but not identified. The candidate will be asked to write in those parts which are not identified with the above or similar labels.

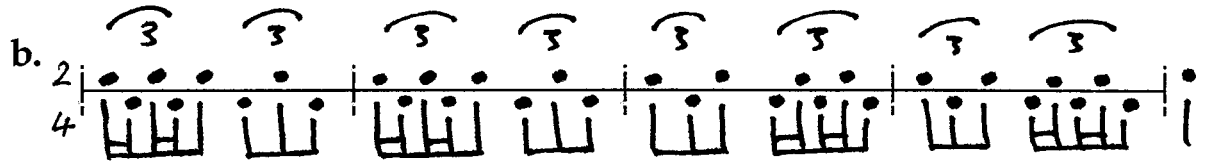
## SECTION TWO -PRACTICAL

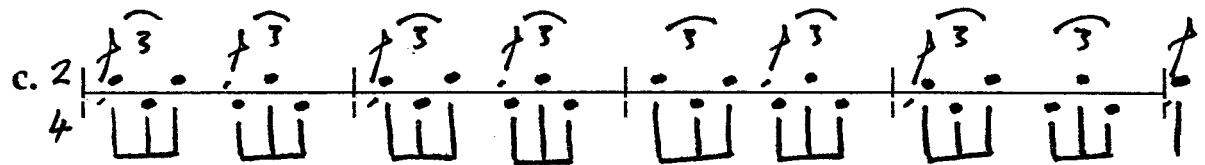
- a) .Correctly play exercises (on the drum pad). Three exercise sheets are included in the resource booklet, from which the candidate shall be asked to perform one sheet. The candidate must demonstrate competency in at least seven of the. eight exercises. Here, control is more important than tempo.
- b) Play by memory the two tunes presented above (on the drum).

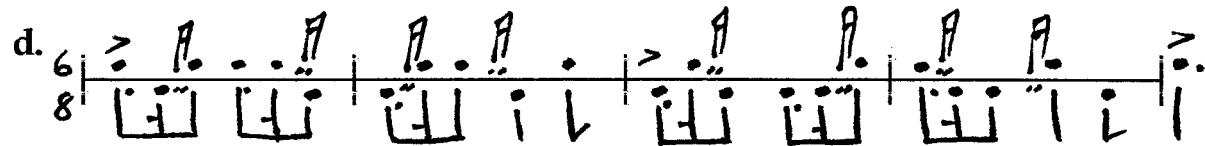
SYLLABUS  
ELEMENTARY CERTIFICATE  
SNARE DRUMMING

Sheet One - Practical

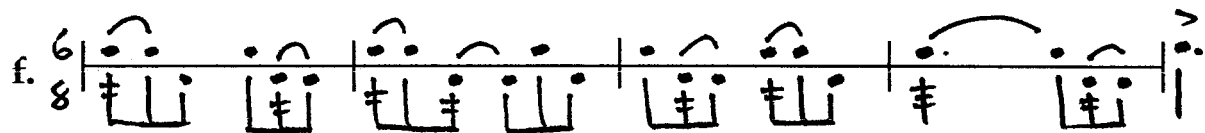
a. 

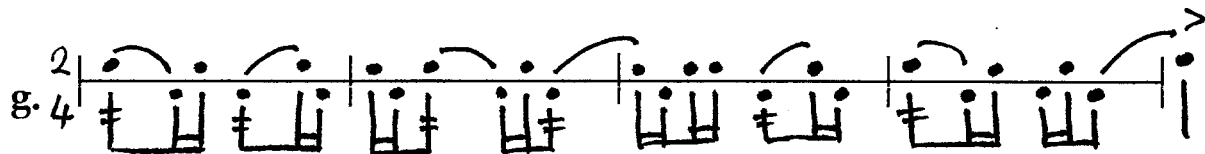
b. 

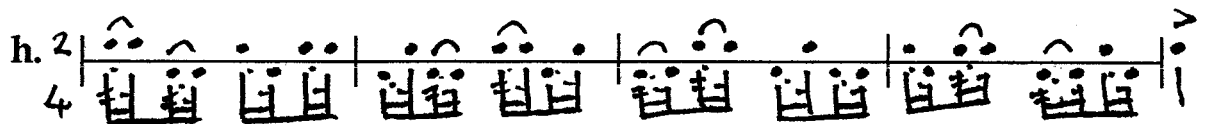
c. 

d. 

e. 

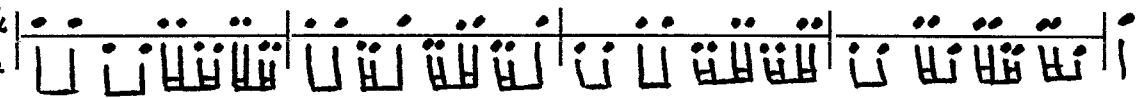
f. 

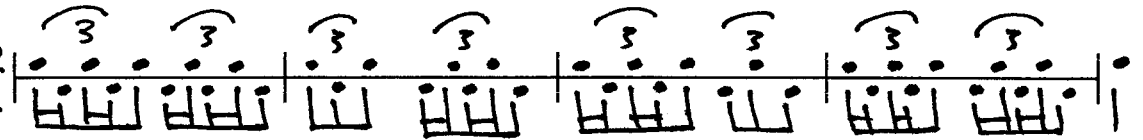
g. 

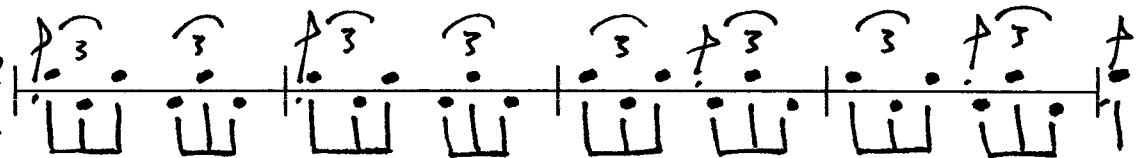
h. 

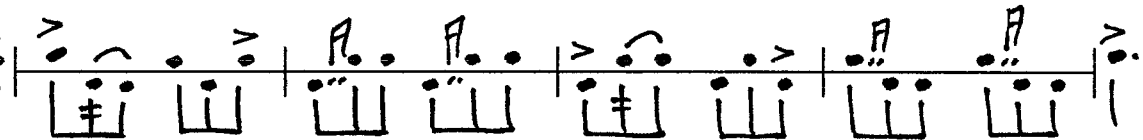
SYLLABUS  
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SNARE DRUMMING

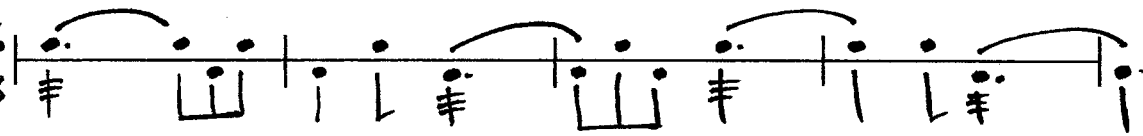
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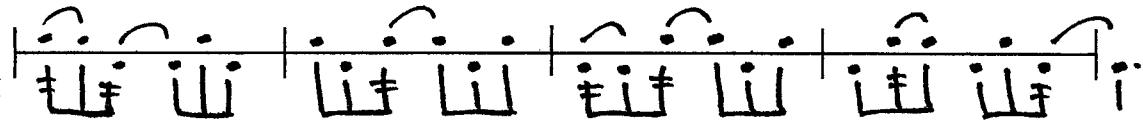
a.  $\frac{4}{4}$  | 


b.  $\frac{2}{4}$  | 

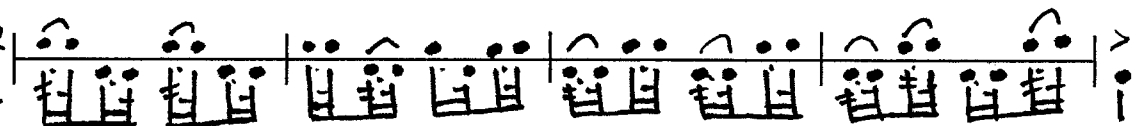
c.  $\frac{2}{4}$  | 

d.  $\frac{6}{8}$  | 

e.  $\frac{6}{8}$  | 

f.  $\frac{6}{8}$  | 

g.  $\frac{2}{4}$  | 

h.  $\frac{2}{4}$  | 

SYLLABUS  
ELEMENTARY CERTIFICATE  
SNARE DRUMMING

Sheet Three – Practical

a. Musical notation for exercise a: 4/4 time signature, four measures of eighth notes with accents. The notes are arranged in pairs, with the first note of each pair accented.

b. Musical notation for exercise b: 2/4 time signature, four measures of eighth notes with triplets. The notes are arranged in pairs, with the first note of each pair accented.

c. Musical notation for exercise c: 2/4 time signature, four measures of eighth notes with accents and triplets. The notes are arranged in pairs, with the first note of each pair accented.

d. Musical notation for exercise d: 2/4 time signature, four measures of eighth notes with accents and triplets. The notes are arranged in pairs, with the first note of each pair accented.

e. Musical notation for exercise e: 6/8 time signature, four measures of eighth notes with accents. The notes are arranged in pairs, with the first note of each pair accented.

f. Musical notation for exercise f: 6/8 time signature, four measures of eighth notes with accents. The notes are arranged in pairs, with the first note of each pair accented.

g. Musical notation for exercise g: 2/4 time signature, four measures of eighth notes with accents. The notes are arranged in pairs, with the first note of each pair accented.

h. Musical notation for exercise h: 2/4 time signature, four measures of eighth notes with accents. The notes are arranged in pairs, with the first note of each pair accented.